



# Sheldon School

BE KIND | BE BRAVE | BE THE BEST YOU



## English Head of Faculty Candidate Pack



# Welcome

from the Headteacher



Dear Prospective Candidate,

Thank you for your interest in the role of Head of English at Sheldon School. This is an exciting opportunity for an ambitious and inspiring subject leader to shape the direction of one of our largest and most influential faculties. English sits at the heart of our curriculum, and we are looking for someone who can drive excellence in teaching, curriculum design, and student achievement across all key stages.

This vacancy arises following the retirement of Elaine Beange from the role of Head of English after more than 14 years of faculty leadership where she has been an exceptional colleague and role model. We are now seeking an outstanding successor to build on this strong legacy and lead the next chapter of our English provision.



At Sheldon, every student matters and every role matters. As Head of English, your influence extends well beyond your classrooms. English plays a central role in developing our students' confidence, communication skills, and academic success. You and your team will guide students through key milestones, whether exploring literature in Year 7, preparing for GCSE English Language and Literature, or shaping futures through A Level study. Your leadership will be instrumental in creating the culture, challenge, and inspiration that allow students to thrive.

Sheldon School is a standalone academy with approximately 1,550 students, making us one of the largest secondary schools in Wiltshire. We are a coeducational 11–18 school with a vibrant sixth form and a reputation for strong relationships, comprehensive pastoral care, and a broad, enriching curriculum. In our most recent Ofsted inspection (March 2024), we were judged “Good” in all areas.

Sheldon stands in an attractive parkland setting on the edge of the rapidly growing market town of Chippenham, surrounded by beautiful countryside. There are good rail and road links to London. Teachers enjoy living in the town, but others find the journey from Swindon, Bath, or Bristol convenient. The school is only five minutes from junction 17 of the M4. The area offers a rich diversity of cultural and leisure facilities, with plenty of relatively affordable housing.

In September 2026, the school had 1,550 pupils on roll. With 240 pupils in each year group, who are placed into eight tutor groups. The school is currently full in almost all year groups. The sixth form is very well established, with approximately 250 students on roll. Some sixth form teaching is shared with our neighbouring school.

Since joining Sheldon as Headteacher in 2023, I have been both proud of and energised by the sustained improvements we are making. We have laid the foundations for meaningful, long-term development—particularly in teaching and learning, and in building a culture of collaboration and high expectations. The Head of English will play a significant role in shaping the next phase of this journey.

We pride ourselves on being an inclusive, forward-thinking, and supportive school community. Our students are engaging, friendly, and full of character; our staff are committed, professional, and thrive in an environment that values both autonomy and teamwork.


We sincerely hope you will consider this important leadership role. If you share our values and our ambition for excellence, we would be delighted to hear from you. If you would like to arrange a visit or an informal conversation, please get in touch via my PA, Helen Akinbobola, at [hakinbobola@sheldonschool.co.uk](mailto:hakinbobola@sheldonschool.co.uk).



**Mr Peter Lynch**  
Headteacher



# Our Vision

A young girl with dark hair in small buns, wearing a blue school uniform, is looking through a microscope. Other students are visible in the background, also engaged in learning.

To provide high-quality education, enrichment and pastoral care that improves the life chances of all students.

- Sheldon school is a family, where high quality relationships are at the heart of everything we do. We ensure that all students feel safe and cared for.
- We aim to ensure that every student can thrive regardless of social background, academic ability or special educational need.
- We recognise that education is more than what happens in the classroom and are rightly proud of the experiences students will receive through our extra- curricular offer, trips and visits.
- We pride ourselves on having the highest expectations of all students and staff.
- We are passionate about working together with parents and our wider community to ensure success for all our pupils.
- We are kind, brave and try our best at all times.



# Our Values

## BE KIND

We are thoughtful and considerate about how we treat ourselves and others. We always have good manners and we show gratitude towards others.

## BE BRAVE

We are confident and resilient learners who contribute in lessons. We don't make excuses and we accept that we make mistakes, but we learn from them.

## BE THE BEST YOU

We give 100% each and every day to be the best we can be. We believe that success comes through hard work.



# About the Role

## Head of Faculty, English

### The Role

Over recent years, Sheldon has invested significantly in teaching and learning, curriculum development, and faculty leadership to ensure every student experiences high-quality English provision. Our whole school systems—spanning pastoral care, data, SEND, and behaviour—are designed to ensure that subject leaders can focus on what matters most: excellent teaching, strong outcomes, and a rich educational experience for every learner.

As Head of English, you will lead a large (12 staff), committed and skilled faculty responsible for English Language and Literature across KS3–5. You will shape the strategic direction of the department, champion high-quality teaching, and ensure robust curriculum planning, assessment, and intervention. You will be central to driving literacy across the school and ensuring that English plays a pivotal role in students' academic success.

You will oversee a team of enthusiastic and experienced English teachers, working collaboratively to create a culture of aspiration, creativity and consistency. The role includes line management, curriculum leadership, quality assurance, and the stewardship of a subject that lies at the heart of our school.

### What we're looking for

- A successful leader with a proven track record of delivering excellent outcomes across all Key Stages.
- A passionate subject specialist with the vision and ambition to further strengthen an already high performing faculty, inspiring students through consistently high quality teaching.
- A passionate champion of teaching and learning, committed to securing excellent outcomes and fostering a love of English for students of all abilities.
- A knowledgeable curriculum leader able to design, adapt and quality assure a coherent and challenging curriculum from Year 7 to Year 13.
- A confident communicator with a strong track record of building positive relationships with students, colleagues and families.
- A role model for professionalism and high standards, promoting strong behaviour, high expectations and a vibrant learning culture.
- A team builder who values collaboration, welcomes new ideas, and supports the development of staff at all stages in their careers.
- A leader with character, ready to contribute to the wider life of the school—with enthusiasm, humour and a willingness to get involved, whether delivering CPD, organising events, trips, or cheering students on at extracurricular activities.

While experience in middle leadership is advantageous, we are open to shaping this role for the right candidate with the passion, drive, and potential to excel.



## Why Join Us?

- Sheldon stands in an attractive parkland site on the edge of the rapidly growing market town of Chippenham, surrounded by beautiful countryside. There are good rail and road links to London. Teachers enjoy living in the town, but others find the journey from Swindon, Bath or Bristol convenient. The school is only five minutes from junction 17 on the M4. The area offers a rich diversity of cultural and leisure facilities with plenty of relatively affordable housing.
- Be part of a school that places teaching, relationships and enrichment at its core.
- Lead a faculty with the opportunity to shape English provision from KS3 right through to KS5.
- Make a substantial and lasting impact on young people through curriculum innovation, literacy development and outstanding teaching.
- Benefit from a supportive, collaborative staff culture where professional learning is highly valued.
- Access excellent CPD, including leadership development and pedagogy informed by Teach Like a Champion.
- Work autonomously in a forward-thinking standalone Academy that values initiative and creativity.
- Teach and lead wonderful students who are respectful, friendly and engaging.
- Enjoy practical benefits such as dedicated parking and a cycle-to-work scheme.

If you're excited by the opportunity to lead English at Sheldon and want to make a genuine difference, we would love to hear from you.

**If you want to make a real difference and be part of the Sheldon family, we'd love to hear from you.**

# Job Description

## Head of Faculty, English

|                                     |  |
|-------------------------------------|--|
| <b>Job Title:</b>                   | Head of Faculty  |
| <b>Salary:</b>                      | MPS/UPS plus a TLR1c   |
| <b>Additional non-contact time:</b> | 14 periods per fortnight for leadership and management duties  |
| <b>Responsible to:</b>              | Deputy Headteacher   |
| <b>Responsible for:</b>             | Teaching staff and other relevant personnel within the faculty |

*Sheldon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post requires a satisfactory enhanced DBS disclosure.*

### Strategic purpose:

The Head of Faculty will play a major role under the direction of the Leadership Team (LT) in:

- Establishing the aims and objectives of the faculty to reflect the overall aims and objectives of the school
- Establishing statutory policies and procedures to achieve these aims and objectives
- Leading and managing staff and resources
- Monitoring the progress of staff towards meeting the overall aims and objectives
- Leading, developing and enhancing the teaching practice of other teachers within the faculty

### Key responsibilities:

#### Leadership and Strategic Direction

- Develop and communicate a clear, ambitious vision for the Faculty, aligned with the school's values and improvement plan.
- Actively contribute to whole school strategy, policy development, and cross curricular initiatives.
- Work with the Leadership Team to design an appropriate Faculty responsibility structure, including clear job descriptions.
- Take a strategic overview of the Faculty's work and ensure it is appropriately resourced through the school development planning process.
- Lead the day-to-day management, organisation, and operation of the Faculty, including the effective deployment of staff and resources.
- Provide induction, support, and guidance for new and existing staff.
- Chair regular Faculty meetings.
- Use leadership time to drop in on lessons and provide coaching based feedback to improve practice.
- Represent the Faculty to governors, external agencies, primary schools, and the wider community.
- Encourage staff to remain up to date with developments in English and associated subject areas.
- Ensure that teachers meet professional standards and monitor the progress of ECTs.





## Key responsibilities (Continued)

### Curriculum, Teaching and Learning

- Oversee a coherent, high-quality, and well sequenced curriculum that meets the needs of all learners, including SEND, EAL, and disadvantaged pupils.
- Ensure that schemes of learning reflect current pedagogy, assessment practices, and subject knowledge.
- Lead robust quality assurance processes, including:
  - lesson visits
  - work scrutiny
  - student voice
  - learning walks
- Lead the teaching and learning strategy within the Faculty.
- Promote evidence informed approaches that support the school's use of Rosenshine's Principles and Teach Like a Champion strategies.
- Oversee pupil groupings in line with school and Faculty policy, ensuring the Data Manager receives accurate and up to date information.
- Drive consistency in feedback, assessment, homework, and classroom routines, including the Faculty feedback policy.
- Ensure all Faculty members work effectively and efficiently, making full use of whole school CPD to maintain and develop professional expertise.
- Support the professional development of staff through the school's performance management and CPD processes.

### Staff Development and Performance Management

- Line manage Subject Leaders and teaching staff, providing constructive challenge and support.
- Conduct performance management reviews and set clear developmental targets supported by meaningful feedback.
- Lead and coordinate Faculty CPD, coaching, and instructional development.
- Induct and mentor ECTs and trainee teachers to ensure high quality professional support.
- Address under performance promptly and sensitively, ensuring clear improvement pathways are in place.

### Behaviour, Culture and Ethos

- Ensure a consistent behaviour culture across all Faculty learning spaces.
- Contribute to a positive, inclusive, and safe learning environment.
- Safeguard and promote the welfare of all pupils, ensuring all team members fulfil their responsibilities.
- Promote high expectations for conduct, engagement, and the quality of work. Support staff with behaviour management in line with school policies.

### Pupil Progress

- Support all pupils within the Faculty in working towards their agreed targets.
- Use performance management, staff development, and effective deployment to maximise pupil progress.



### **Monitoring and Evaluation of Data**

- Ensure assessments take place in line with the school's assessment calendar and inform interim reports.
- Use assessment data and external benchmarks to track progress across year groups, classes, and different groups of learners.
- Identify trends and lead timely intervention strategies.
- Present Faculty progress reports to the Leadership Team and governors when required.
- Maintain robust internal assessment systems to support accurate tracking and effective curriculum planning.
- Develop strategies to improve the progress of individual pupils and groups, with a particular focus on vulnerable learners.

### **Resource and Operational Management**

- Manage the Faculty budget and ensure efficient use of resources.
- Oversee Faculty timetabling and staff deployment.
- Ensure learning environments are well organised, inviting, and conducive to high quality learning.
- Maintain oversight of examination entries, coursework processes, and assessment compliance.
- Ensure the Faculty complies with the school's Health and Safety policy.
- Oversee support staff working within or attached to the Faculty.

### **Stakeholder Engagement**

- Build positive relationships with pupils, parents, and external partners.
- Work closely with the SENCO, Hearing Resource Base Manager, pastoral leaders, and the safeguarding team.
- Collaborate with feeder primary schools to support curriculum transition and progression.
- Represent the Faculty in leadership meetings and at school events.
- Undertake quality assurance activities in line with the school programme, including drop-ins, interim analysis, pupil voice, standardisation, moderation, and work scrutiny.

### **Other Duties**

- Participate in the school's staff CPD programme.
- Comply with the school's Health and Safety policy.
- Undertake any other reasonable duties requested by a manager that are commensurate with the post.

*While every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties*



# Person Specification

## Head of Faculty, English

|   | Essential / Desirable | Source of Evidence    |
|---|-----------------------|-----------------------|
| <b>Qualifications and training</b>  |                       |                       |
| Good Honours degree   | E                     | Application           |
| QTS   | E                     | Application           |
| Evidence of focused professional development  | D                     | Application/Interview |
| Evidence of further study around curriculum development and assessment  | D                     | Application/Interview |
| <b>Experience</b>   |                       |                       |
| Excellent knowledge of the English curriculum across KS3–5, including planning, assessment and effective pedagogical approaches | E                     | Application           |
| Commitment to raising achievement through high quality teaching, curriculum excellence and rigorous standards                   | E                     | Application/Interview |
| Experience of teaching across the ability range of KS3 and 4.   | E                     | Application           |
| Experience of teaching across the ability range of KS3 and 4.   | D                     | Application/Interview |
| Skilled in motivating, developing and inspiring colleagues, promoting high performance and a collaborative culture              | D                     | Application/Interview |
| Experience of public speaking/presenting  | D                     | Application/Interview |
| Experience of analysing data and responding to the findings   | D                     | Application/Interview |
| Strong understanding of quality assurance, monitoring processes and performance management                                      | D                     | Application/Interview |
| An understanding of the principles and application of the Rosenshine Principle and Teach Like a Champion strategies             | D                     | Application/Interview |
| An understanding of feedback, as a principle to drive improvement   | D                     | Application/Interview |

# Person Specification (cont)

Head of Faculty, English

|   | Essential / Desirable | Source of Evidence    |
|---|-----------------------|-----------------------|
| <b>Personal skills and attributes</b>   |                       |                       |
| Excellent presentation and communication skills                                       | E                     | Application/Interview |
| Excellent organisational and analytical skills  | E                     | Reference/Interview   |
| Ability to prioritise and work under pressure   | E                     | Reference             |
| Ability to motivate and influence students  | E                     | Reference/Interview   |
| Personal enthusiasm, persistence and resilience                                       | E                     | Reference/Interview   |
| High expectations of students and self  | E                     | Interview             |
| High credibility amongst colleagues   | E                     | Reference             |
| Strong attendance record  | E                     | Reference             |
| Ability to work with humour and optimism  | E                     | Reference/Interview   |
| Leadership skills to run an effective team  | E                     | Reference/Interview   |
| Experience managing budgets and resources   | D                     | Reference/Interview   |
| <b>Understandings</b>   |                       |                       |
| To have a strong understanding of safeguarding policy and practice                    | E                     | Interview             |
| To understand the local community and subsequent issues                               | D                     | Application           |
| To be up-to-date on relevant issues e.g. disadvantaged students, County Lines, CSE    | D                     | Interview             |
| To understand differing approaches to proactively manage and change behaviour         | D                     | Interview             |
| <b>Suitability to work with children</b>  |                       |                       |
| Responsible for promoting and safeguarding the welfare of children and young persons. | E                     | Reference             |
| The post is subject to enhanced DBS checks  |                       | Document verification |



# How to Apply

Applications should be submitted directly via MyNewTerm, you can access our careers page using the following link.

<https://mynewterm.com/school/Sheldon-School/136632>

**Please note:** CVs will not be accepted. You must complete the application in full giving details of all employment, training, and gaps in employment since leaving school. Please ensure the closing date for applications is met, we cannot be held responsible for lost or late applications. Due to the large number of applications it is not always possible to respond to each application but we aim to respond within two weeks of the vacancy closing date.

## Safeguarding Statement

Sheldon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We particularly welcome applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation, or religion.

Please note: Any position that involves working with children requires declaration of ALL convictions/cautions regardless of whether these are deemed as spent and a DBS check will be carried out before any employment commences.

In line with KCSIE 2025 and safer recruitment practices, the school will conduct an online search for all shortlisted candidates. The online search is part of our safeguarding checks and will seek publicly available information on candidates' suitability to work with children. Shortlisted candidates will be provided with further guidance and will be asked to clarify their online presence.

References will be obtained before interview at shortlisting stage and may be used in the interview process. If previous employment has included working with children, then at least one referee must be from this employment regardless of whether this is the current or most recent employment. Any gaps in employment must be detailed and an explanation provided in the relevant section.



**Sheldon School**

BE KIND | BE BRAVE | BE THE BEST YOU